

Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program		
Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2014 JAN 22 PM 2:19 Document Control Center </div>
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal Information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact Information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	
Schedule #1—General Information		
Part 1: Applicant Information		

Organization name Leakey ISD	Vendor ID # 74-6001593	Mailing address line 1 PO Box 1129
Mailing address line 2 429 N Highway 83	City Leakey	State TX
County- District #	ESC Region # 20	US Congressional District # 21
Campus number and name 193-902 001		DUNS #
		ZIP Code 78873-1129

Primary Contact

First name Barbara	M.I. L	Last name Skipper	Title Superintendent
Telephone # 830-232-5595	Email address bskipper@leakeyisd.net	FAX # 830-232-5535	

Secondary Contact

First name Kay	M.I. K	Last name Keen	Title Principal
Telephone # 830-232-5595	Email address kkeen@leakeyisd.net	FAX # 830-232-5535	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Barbara	M.I. L	Last name Skipper	Title Superintendent
Telephone # 830-232-5595	Email address bskipper@leakeyisd.net	FAX # 830-232-5535	
Signature (blue ink preferred)		Date signed	

Barbara L. Skipper

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 193-902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 193-902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 193-902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Goal: The goal of the Leahey ISD grant program is to improve teacher effectiveness during the entire timeline of the teacher's career with the long term goal of improving student performance by developing a supportive, collaborative campus culture. Leahey ISD consists of a single K-12 campus with 260+ students located in the hill country about 40 miles north of Uvalde, Texas. Over half of the students are economically disadvantaged, over 30% are Hispanic, and 8% are English Language Learners. The campus has a school-wide Title I Program. Leahey is similar to over half of the districts in the state that have fewer than 500 students, many in remote areas like Leahey (over two hours from the nearest service center). Nearly 70% of the districts in Texas have fewer than 1000 students. So one of the major goals of this grant proposal is to develop a program that has transferability to other small districts. These districts often have fewer campus and district support staff than are found in larger districts. They often also have a high teacher and administrator turnover rate.

Need: According to Cynthia Kopkowski, writing for the National Education Association, "Nationally, the average turnover for all teachers is 17 percent, and in urban school districts specifically, the number jumps to 20 percent, according to the National Center for Education Statistics. The National Commission on Teaching and America's Future proffers starker numbers, estimating that one-third of all new teachers leave after three years, and 46 percent are gone within five years." She goes on to say this high turnover results in high costs to school districts, which could be spent on students.

Leahey School has experienced a high teacher turnover rate, which was 33% in 2012-2013, as evidenced in the Texas Academic Performance Report. A similar turnover was experienced between that school year and the current school year. That is more than twice the Texas state average turnover rate for a campus. In order

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to move the district in a positive direction the Leakey ISD School Board has been proactive in hiring an experienced campus principal as well as an experienced district superintendent. They have both made long-term commitments to the district to stabilize factors such as teacher turnover rate in order to improve student performance. The Board fully supports implementing the program described in this grant. Our needs self-assessment indicates the following. The district, even though it is a

Chapter 41 district, has no funds to provide this program and has never provided a similar program. For the last three years the district has been termed "financially insolvent" by the Texas Education Agency and has had no fund balance until the current school year. The financial condition of the district has contributed to the high turnover of teachers and administrators. Now that this factor is stabilized, the district can focus on retaining its current staff members who are capable, caring, and hard working.

Program Elements

Induction and Mentoring – Leakey ISD will prepare teachers to succeed with the campus's student population by providing staff development for all current and incoming teachers in effective content area practices. All teachers will receive staff development in working with economically disadvantaged students, English Language Learners, and Gifted and Talented students. All teachers new to the profession, new to the campus, or new to a particular teaching assignment will also be assigned a successful, experienced mentor/teacher who will receive staff development related to mentoring (Clinical Supervision and Teacher Development by Acheson and Gall) and 360 Walk-Throughs as well as extended duty pay for the assignment and released time for observations and collaboration with mentees as well as administration.

Evaluation – Leakey ISD will continue to use PDAS or the state-provided evaluation system with all teachers, which will include teacher self-assessment. Due to the small size of the district only the Superintendent and Principal will be administering these assessments. The goal will be for teachers to score proficient or better

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Schedule #6—Program Budget Summary									
County-district number or vendor ID: 193-902				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016									
Fund code: 429									
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)			
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$66000	\$0	\$66000	\$66000	\$0	\$66000	
Schedule #8	Professional and Contracted Services (6200)	6200	\$9000	\$0	\$9000	\$9000	\$0	\$9000	
Schedule #9	Supplies and Materials (6300)	6300	\$8500	\$0	\$8500	\$8500	\$0	\$8500	
Schedule #10	Other Operating Costs (6400)	6400	\$5000	\$0	\$5000	\$5000	\$0	\$5000	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	\$0	\$0	\$0	
Total direct costs:			\$0	\$0	\$0	\$0	\$0	\$0	
Percentage% indirect costs (see note):			N/A	\$0	\$0	N/A	\$0	\$0	
Grand total of budgeted costs (add all entries in each column):			\$88,500	\$0	\$88,500	\$88,500	\$0	\$88,500	
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1			Year 2			
			\$88,500			\$88,500			
Percentage limit on administrative costs established for the program (10%):			x .10			x .10			
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:			\$8,850			\$8,850			

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID:			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher	0	0	\$0	\$0
2	Educational aide	0	0	\$0	\$0
3	Tutor	0	0	\$0	\$0
Program Management and Administration					
4	Project director	0	1	\$12,000	\$12,000
5	Project coordinator	0	0	0	0
6	Teacher facilitator	0	1	\$20,000	\$20,000
7	Teacher supervisor	0	0	\$0	\$0
8	Secretary/administrative assistant	0	0	\$0	\$0
9	Data entry clerk	0	0	\$0	\$0
10	Grant accountant/bookkeeper	0	0	\$0	\$0
11	Evaluator/evaluation specialist	0	0	0	\$0
Auxiliary					
12	Counselor	0	0	\$0	\$0
13	Social worker	0	0	\$0	\$0
14	Community liaison/parent coordinator	0	0	\$0	\$0
Other Employee Positions					
15	Title	0	0	\$0	\$0
16	Title	0	0	\$0	\$0
17	Title	0	0	\$0	\$0
18	Subtotal employee costs:			\$32,000	\$32,000
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112 Substitute pay			\$7000	\$7000
20	6119 Professional staff extra-duty pay			\$20000	\$20000
21	6121 Support staff extra-duty pay			\$1000	\$1000
22	6140 Employee benefits			\$6,000	\$6,000
23	61XX Tuition remission (IHEs only)			\$0	\$0
24	Subtotal substitute, extra-duty, benefits costs			\$34,000	\$34,000
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$66000	\$66000

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 193-902

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description			Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land		\$0	\$0
	Specify purpose:			
6299	Contracted publication and printing costs (specific approval required only for nonprofits)		\$0	\$0
	Specify purpose:			
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			\$0	\$0
Professional Services, Contracted Services, or Subgrants Less Than \$10,000				
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Consultant to provide Mentor and Mentee Staff Development	<input type="checkbox"/>	9,000	\$9,000
2		<input type="checkbox"/>		
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$9,000	\$9,000
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000				
Specify topic/purpose/service:			<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:				
Contractor's Cost Breakdown of Service to Be Provided			Year 1	Year 2
1	Contractor's payroll costs	# of positions:	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:			\$0	\$0

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 193-902 Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 0	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
		Total budget:	\$0	\$0
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 0	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
		Total budget:	\$0	\$0
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
		Total budget:	\$0	\$0
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
		Total budget:	\$0	\$0

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 193-902		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service: N/A		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	Year 1
	Contractor's subgrants, subcontracts, subcontracted services		Year 2
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$	\$
7	Specify topic/purpose/service: N/A		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	Year 1
	Contractor's subgrants, subcontracts, subcontracted services		Year 2
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$	\$
8	Specify topic/purpose/service: N/A		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	Year 1
	Contractor's subgrants, subcontracts, subcontracted services		Year 2
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$0	\$0
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	\$0
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	\$0
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$9,000	\$9,000
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	\$0
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	\$0
(Sum of lines a, b, c, and d) Grand total		\$9,000	\$9,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 193-902

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	Mini tablets	Mentor Teacher Records/ Reports	2	\$300	\$4900	\$3000
	2	Mini tablets	Mentee Teacher Reports	8	\$300		
	3	Mini tablets	Supv, Coord, Facilitator Records	3	\$300		
	4	WIFI Printer	Print Reports	2	\$1000		
	5				\$		
6399	Technology software—Not capitalized					\$600	\$600
6399	Supplies and materials associated with advisory council or committee					0	0
Subtotal supplies and materials requiring specific approval:						5500	3600
	Remaining 6300—Supplies and materials that do not require specific approval:					\$3000	\$4,900
Grand total:						\$8500	\$8500

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 193-902		Amendment number (for amendments only):	
Expense Item Description ⁹		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$0	\$0
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$0	\$0
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$0	\$0
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$0	\$0
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$0	\$0
6490	Indemnification compensation for loss or damage	\$0	\$0
6490	Advisory council/committee travel or other expenses	\$0	\$0
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$0	\$0
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$0	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$5000	\$5000
Grand total:		\$5000	\$5000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID:

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1	Professional Library on Mentoring	N/A	N/A	\$1000	\$250
66XX/15XX—Technology hardware, capitalized					
2	N/A		\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12	N/A		\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19	N/A		\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$0	\$0
Grand total:				\$1000	\$250

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 193-902

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	2	.8%	Attendance rate	95.1%
Hispanic	103	39%	Annual dropout rate (Gr 9-12)	1.1%
White	155	58.7%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	82%
Asian	0	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	16%
Economically disadvantaged	143	54.2%	Students taking the ACT and/or SAT	64.3%
Limited English proficient (LEP)	21	8%	Average SAT score (number value, not a percentage)	n/a
Disciplinary placements	70	26.5%	Average ACT score (number value, not a percentage)	17.4

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	0%
Hispanic	2	9.7%	Bachelor's degree	14.9	71.8%
White	18.7	90.3%	Master's degree	4.8	23.3%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	2.9	13.9%	Avg. salary, 1-5 years exp.	34,950	N/A
6-10 years exp.	4	19.3%	Avg. salary, 6-10 years exp.	40,093	N/A
11-20 years exp.	5	24.1%	Avg. salary, 11-20 years exp.	42,665	N/A
Over 20 years exp.	7.8	37.8%	Avg. salary, over 20 years exp.	54,774	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 193-902

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	20	20	19	22	22	23	13	20	19	16	23	22	23	262
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	20	20	19	22	22	23	13	20	19	16	23	22	23	262

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	1	1	1	1	2	1	2	2	2	2	2	2	2	21
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	1	1	1	1	2	1	2	2	2	2	2	2	2	21

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Schedule #13—Needs Assessment

County-district number or vendor ID: 193-902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The new Superintendent, Dr. Barbara Skipper, began meeting in August with various stakeholders including the District Improvement Council. In order to have a meaningful District Improvement Plan, she initiated a needs assessment process that she used while working at ESC Region 20, as Assistant Superintendent of Uvalde CISD, and Superintendent of Sabinal ISD. Stakeholders individually listed all district needs from his or her experience. In round robin fashion these were listed on an easel. After all of them were listed, items were combined and clarified, and then each stakeholder present was able to identify three priority areas and mark them with a 1, 2, or 3. After all of the numbers were tallied, the #1 area was developing "prepared students" at all levels from economically disadvantaged to gifted and talented. The greatest barrier to accomplishing this goal was hiring the best teachers and retaining them. With the recent instability of the district, hiring and retaining the best teachers was largely unsuccessful; therefore, student performance had fallen as measured by state testing. STAAR results had dropped for economically disadvantaged students in 2013 in 3rd grade Reading (60% to 50%), 8th grade Reading (100% to 69%), 8th grade Math (63% to 45%), 8th grade Social Studies (90% to 7%), and the Average ACT Score had dropped from 21.4 to 17.4 for all students.

A desk audit was conducted of the Texas Academic Performance Report, which shows a 33% teacher turnover rate compared to the state average of 15.3. This has continued for several years when reviewing AEIS reports. So the second priority was retention of teachers, which was also required to be successful with the #1 priority of developing "prepared students". In addition a desk audit was conducted of student performance in state documents, and it was determined that elementary teachers needed more staff development in working with economically disadvantaged students, also teaching math with manipulatives, teaching writing and improving attendance of at-risk students.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 193-902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by Implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Develop "Prepared Students" among economically disadvantaged and advantaged students.	The greatest barrier that was identified to meet this need was the hiring and retention of the best teachers including those who can teach dual credit courses. This grant will provide an improved hiring/recruitment process, incentives (signing bonus, shortage area stipend), mentors, staff development, collaboration, and future career pathways. Retention pay is also provided for those who ultimately stay in the district.
2.	Improving elementary math performance for economically disadvantaged students.	This grant will ensure that the district is able to recruit and hire the best teachers followed by staff development to improve achievement of economically disadvantaged students in mathematics. In addition, all teachers new to the campus will have mentors who provide feedback and collaboration avenues to improve instruction. Retention pay is also provided for those who ultimately stay in the district.
3.	Improving writing scores for all students.	This grant will ensure that the district is able to recruit and hire really good teachers followed by staff development to improve achievement of students in writing. In addition, all teachers new to the campus will have mentors who provide feedback and collaboration avenues. Retention pay is also provided for those who ultimately stay in the district.
4.	Ensuring high school students are college ready with improved ACT Scores, more dual credit courses	This grant will ensure that the district is able to recruit and hire the best teachers followed by staff development to improve achievement of students in math, English, science, social studies, and writing all tested on the ACT test. In addition, all teachers new to the campus will have mentors who provide feedback and collaboration. Retention pay is also provided for those who ultimately stay in the district. More dual credit courses will be offered.
5.	Improving attendance of at-risk students.	This grant will ensure that the district is able to recruit and hire the best teachers who will be able to connect and effectively teach at-risk students. Staff development is provided along with a mentor who will provide feedback and collaboration avenues to improve instruction. Retention pay is also provided for those who ultimately stay in the district.

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Schedule #14—Management Plan

County-district number or vendor ID: 193-902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the Implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Experienced, Certified Teacher, experienced administrator, experience in managing grants
2.	Coordinator	Experienced, Certified Teacher, experienced counselor or administrator, experience coordinating grants
3.	Teacher Facilitator	Experienced, Certified Teacher, experience as a facilitator
4.	Mentors	Experienced, Certified Teacher, Enthusiastic about the profession and being a mentor, Able to work well with people.
5.	Clinical Supervision Consultant	Successful experience teaching and implementing Clinical Supervision Programs, works well with teachers, sees the big picture

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Hiring of Highly Qualified Teachers	1. Developing a Recruitment Team and Materials	04/01/2014	05/01/2014
		2. Identifying an Interview/Selection Process	04/01/2014	06/01/2014
		3. Advertising openings in the state/ signing bonus	05/01/2014	01/10/2015
		4. Identifying Staff Development options	05/01/2014	06/15/2015
		5. Providing staff development for new staff	08/11/2014	08/15/2015
2.	Selecting and Assigning Mentors	1. At least two campus mentors will be selected/ex pay	04/15/2014	05/01/2014
		2. Staff development/technical assistance for mentors	06/01/2014	08/01/2014
		3. Mentors assigned to new staff members	08/01/2014	08/11/2014
		4. Mentors begin meeting with new staff members	08/11/2014	6/15/2015
		5. Program Coordinator mentors the mentors	05/01/2014	06/01/2014
3.	Instructional Facilitator Identified	1. Program Director & Coordinator determine traits	04/01/2014	04/15/2014
		2. Determine if exists in staff or must be hired	04/15/2014	05/01/2014
		3. Instructional Facilitator Identified	06/01/2014	06/15/2014
		4. Staff Development for Instructional Facilitator	07/01/2014	08/01/2014
		5. Provides support for mentors and new teachers	08/01/2014	06/5/2015
4.	Teacher Improvement Process (State Eval instrument)	1. Teachers observed/ walk-throughs using tablets	09/15/2014	05/15/2015
		2. Feedback provided, Teachers Reflect	09/15/2014	05/15/2015
		3. Collaborative Conferences held	09/15/2014	05/15/2015
		4. Plan of Action Developed for improvement	09/15/2014	05/15/2015
		5. Cycle Repeats	09/15/2014	05/15/2015
5.	Staff Develop. , Retention Pay, and Career Pathway for Experienced Staff	1. Identify staff development needs of exp. staff	05/01/2014	06/01/2014
		2. Arrange summer and school year staff dev.	05/01/2014	06/01/2014
		3. Provide opportunities for feedback/collaboration	05/01/2014	06/01/2014
		4. Provide retention pay for those who qualify	05/01/2014	06/01/2014
		5. Identify from staff lead teachers, mentors, facilitator	05/01/2014	06/01/2014

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 193-902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Goals are monitored on a regular basis from student attendance, student grades, student behavior, benchmark tests, District/campus Improvement Plan and state and national test results. These items are monitored constantly (at least weekly), and as a need is identified, it is communicated to teachers, students, and parents immediately. A plan for addressing the need is developed collaboratively involving as many stakeholders as possible (District/ Campus Improvement Council, etc.) Communication for parents and community members is facilitated by the district's website, two local weekly newspapers (items are placed in them weekly), and an emergency call system. Communication with the school board is provided weekly by e-mail and monthly by board reports. Keep in mind, Leakey School is a single K-12 campus with a combined Campus/District Improvement Council so communication and decision making is much easier than in a multi-campus district.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There are very few if any existing efforts so little conflict is expected. Efforts will be coordinated to maximize effectiveness of grant funds by collaborating on all decisions, which will be reviewed by the Project Manager and Business Manager for cost effectiveness. With the financial history of our district, our slogan is "doing more with less"!

The area of greatest concern for sustaining commitment is among mentors. They must have time to work together to share experiences and reflect on successes. They must also have access to the Project Coordinator and Project Manager on a regular basis. We must realize that the individuals likely to be selected as Teacher Mentors are also leaders in the community, church, etc. and often have limited time. Also, mentoring may need to be adjusted for any master teachers the district is fortunate enough to hire. A trainer of trainers model will be used to enhance sustainability.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 193-902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Improved new teacher hiring/interview process	1.	All new hires are assigned a mentor
		2.	All new hires are rated proficient+ on evals and offered contract
		3.	75% of new hires stay in Leahey ISD
2.	Mentors identified for mentees for collaboration	1.	Log books indicate at least 9 Clinical Supervision Cycles
		2.	100% of new hires offered a contract for subsequent year
		3.	100% of mentees indicate process was helpful to him/her
3.	New positions, providing Career Pathways, added due to the grant	1.	Instructional Facilitator Identified
		2.	At least 2 mentors identified
		3.	Lead Teachers identified, Dual Credit Teachers added
4.	Improvement for current staff	1.	Staff development provided to meet teacher needs and needs of students
		2.	Retention Pay provided for experienced staff with good/excellent evals
		3.	100% of staff offered contracts for subsequent school year, 90% return
5.	Improvement of Student Performance	1.	Attendance improves
		2.	ACT Scores improve
		3.	Economically Disadvantaged student scores improve

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Manager will be responsible for keeping and compiling the grant evaluation data and submitting evaluation reports to the Texas Education Agency. Most of the data collection regarding evaluations, contracts, retention pay, and extended duty pay, etc. will be easily accessible and documented in personnel files.

Sign-in sheets will be kept for each staff development provided in the district. Registration sheets will be kept for off campus staff development. It would be easy to keep a grant documentation file (hard or digital) on each teacher in the district due to the size of the district. The Instructional Facilitator, Lead Teachers, Mentors, and Mentees will keep logs of their collaboration in their IPADs, which can be placed in the file.

Student data will be taken off of the Texas Academic Performance Report. It will provide data for attendance, ACT Scores, and the scores for economically disadvantaged students.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 193-902

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The key new component of the induction system will be the use of mentors with teachers new to the profession and new to Leakey ISD. Mentor selection will include the following components: teaching experience, experience in Leakey ISD, evaluation scores, recommendations from administrator, enthusiasm for the profession, commitment to mentoring, understanding of beginning teachers, excellent interpersonal skills, conveys hope and optimism, team player, and ability to view the big campus/district picture. Selection as a mentor will include a \$1,000 stipend, opportunities for extra duty pay, and extra 45-minute planning time aligned with mentee's conference period for meetings. If mentee observations cannot be arranged during one of the planning periods, then released time will be provided. Both mentors and mentees will be provided release time for staff development. In addition, mentees will be provided release time to observe outstanding teachers both in Leakey ISD and area school districts. Mentors and Mentees will meet weekly with the expectation that the observation cycle will be conducted monthly and walk-throughs weekly.

Mentors will be provided staff development in the Clinical Supervision and Teacher Development provided by Dr. Gill Cook of San Antonio (formerly Education professor at the University of Texas at San Antonio), which will include scripting observations, analyzing data, planning for observation conferences, conducting pre and post-observation conferences to maximize educator growth, analysis, and developing action plans for growth. The book Clinical Supervision and Teacher Development by Acheson and Gall will be used with mentors and mentees as the model for the mentoring process. Dr. Barbara Skipper, the Leakey ISD Superintendent, has been trained in this model and will be able to provide daily support to mentors. The Kindle version at a cost of only \$30 each will be downloaded onto the tablets to provide daily use by the mentors and mentees. This process was selected for its low level of anxiety on both the part of the mentor and mentee and its reliance on

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self-analysis and reflection...tools any teacher can carry forward into his or her career. Also, this process is also successful with master teachers who want to improve in his or her craft of teaching.

Mentors will also be provided staff development in 360 Walk-throughs, which has the following goals:

- Develop walkthrough management techniques to provide instructional feedback.
- Learn how feedback complements the walkthrough process.
- Identify and develop an understanding of the best practices related to continuous improvement.
- Promote reflection on proven research-based practices and how they are used in the classroom.
- Reinforce attention to an instructional and learning focus.
- Increase student performance through the use of ongoing assessments.
- Enhance professional development of administrators and teachers.

The goal of this induction system, is to enable each and every teacher to maximize the learning for his or her students.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 193-902

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Mentors and mentees will be expected to complete one complete Clinical Supervision Cycle each month. Their staff development in this model will start in the summer and continue throughout the school year. The process cycle that will be used to conduct multiple observations is outlined below:

Stage 1—Pre-observation Conference

Teacher's Task: To mentally rehearse and orally describe the upcoming lesson, including the purpose and the content, what the teacher will do, and what students are expected to do and learn.

Clinical Supervisor's Task: To learn about and understand what the teacher has in mind for the lesson to be taught by asking probing and clarifying questions.

Questions to Consider: What type of data will be recorded (e.g., teacher questions, student behaviors, movement patterns)? How will data be recorded (e.g., video or audio recording, verbatim transcript, anecdotal notes, checklist)? Who will do what in the subsequent stages?

Stage 2—Classroom Observation

Teacher's Task: To teach the lesson as well as possible.

Clinical Supervisor's Task: To record events occurring during the lesson as accurately as possible. The rubric that will be used will be scripting the lesson unless analysis indicates a different tool is appropriate such as: verbal flow, at task, class traffic, sampling selective verbatim, or content specific tools.

Stage 3—Data Analysis and Strategy

Teacher's Task: To help make sense of the data (if directly involved in this stage).

Clinical Supervisor's Task: To make some sense of the raw data and to develop a plan for the conference.

Questions to Consider: What patterns are evident in the data? Are any critical incidents or turning points obvious? What strengths did the teacher exhibit? Were any techniques especially successful? Are there any concerns about the lesson? Which patterns, events, and concerns are most important to address? Which patterns, events, and concerns can be addressed in the time available? How will the conference begin? How will the conference end?

Stage 4—Conference

Teacher's Task: To critically examine his or her own teaching with an open mind and to tentatively plan for the next lesson.

Clinical Supervisor's Task: To help clarify and build upon the teacher's understanding of the behaviors and events that occurred in the classroom.

Questions to Consider: What patterns and critical incidents are evident in the data? What is the relationship between

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these events and student learning? Were any unanticipated or unintended outcomes evident? What will the teacher do differently for the next class meeting (e.g., new objectives, methods, content, materials, teacher behaviors, student activities, or assessments)?

Stage 5—Postconference Analysis

Teacher's Task: To provide honest feedback to the clinical supervisor about how well the clinical supervision cycle went.

Clinical Supervisor's Task: To critically examine his or her own performance during the clinical supervision cycle.

For walk-throughs the process of 360 Walk-throughs will be used by the mentor and principal. The campus principal has been trained in this process and is currently using it. It adds to the reflective and collegial goals of the process that will be used for teacher improvement. It will provide the following benefits:

- Creates a framework for increasing student performance.
- Promotes reflective practices, dialogue and feedback with teachers.
- Reinforces focus on instruction and learning in the school's improvement plan.
- Deepens understandings and practices related to continuous improvement.
- Stimulates collegial conversation about teaching and learning.
- Provides individuals with developmental feedback.

In addition, it will provide the following competencies:

- Conduct walkthroughs to assess teaching and learning in the school.
- Prepare a time management plan for conducting walkthroughs.
- Pose challenging questions to teachers based on what was observed in the classroom.
- Promote reflection on proven research-based practices and how they are used in the classroom.
- Gather data about instructional practice and student learning.
- Use questions to stimulate collegial conversation about teaching and learning.
- Determine student understanding and engagement.
- Determine alignment of text/materials.
- Pinpoint focus areas for teacher growth.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 193-902

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Leakey ISD continues to use the Professional Development and Appraisal System (PDAS) and most likely will continue to use a state-approved appraisal system. PDAS remains in place as the State's approved instrument for appraising its teachers and identifying areas that would benefit from staff development. Central to the process is a minimum of one 45-minute observation and completion of the Teacher Self-Report form. PDAS includes 51 criteria within eight domains reflecting the **Proficiencies for Learner-Centered Instruction** adopted in 1997 by the State Board for Educator Certification (SBEC). The domains are:

1. Active, Successful Student Participation in the Learning Process
2. Learner-centered Instruction
3. Evaluation and feedback on Student Progress
4. Management of Student Discipline, Instructional Strategies, Time/Materials
5. Professional Communication
6. Professional Development
7. Compliance with Policies, Operating Procedures and Requirements
8. Improvement of All Students' Academic Performance

The formal observations are conducted by the campus principal with the superintendent designated as the "other appraiser". Each teacher has one formal observation each year along with a summative conference and numerous 360 walk-throughs. The four performance levels under PDAS (Exceeds Expectations, Proficient, Below Expectations, and Unsatisfactory) are defined in terms of the impact on student learning. In other words, what is the impact on student learning and how often and with how many students does the positive impact on learning occur? Since the goal of PDAS is to enhance the learning of all students, the "Proficient" level is a high standard of performance. Teaching behaviors that result in considerable impact on student learning and which are demonstrated a high percentage of the time and with a high percentage of students (80-89%) is "proficient." Words associated with "proficient" teaching behaviors or the rating of "proficient" are: skillful, experienced, masterful, well-advanced, and knowledgeable.

The campus performance rating, which incorporates the current state accountability system report and Adequate Yearly Progress (AYP) indicators, is utilized to score Criterion 10 of Domain VIII. Teachers on a campus receive a score of 4, 2, 1, or 0 and a score of 1 or 0 for AYP in relation to their school's campus performance rating. The two scores are totaled for Criterion 10 of Domain VIII.

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The following must be considered when completing the Summative Annual Appraisal Report: The observation summary(ies): • Any cumulative documentation that has been shared with the teacher (including documentation from walk-throughs and/or additional observations and any additional documentation), and • The Teacher Self Report in its entirety. The Summative Annual Appraisal Report is reviewed in the summative evaluation meeting. If any area is below expectations or unsatisfactory then a growth plan is developed.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 193-902

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

If at all possible, mentors and mentees will share a conference time. All teachers have 3:30-4:00 PM when they can work together each day. All elementary teachers have the same lunch time and all secondary teachers have the same lunch time. In addition, release time will be provided monthly for the Clinical Supervision Cycle Post Observation Cycle to be completed so that the mentors and mentees are not bound by a one-hour time period.

Regarding all teachers, horizontal collaboration is difficult due to the nature of the size of our campuses. There is only one first grade classroom, one second grade classroom, one third grade classroom, one fourth grade classroom, and one fifth grade classroom. There is also only one algebra teacher, one history teacher, one English teacher, etc. While, teachers have after school time to collaborate vertically...horizontal collaboration has to be obtain by visiting other schools. LISD has been generous and will continue to be generous in allowing teachers regular access to area meetings and release time to visit with teachers who have the same teaching assignment at nearby schools.

The one thing 1A schools are noted for is flexibility! Whatever is needed to provide collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies will occur!

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 193-902

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Professional development activities and opportunities within the school week tied to observations and formal evaluation results will be provided during release time. Substitute teachers are budgeted within this grant to enable this to happen on a regular basis. In addition, the Clinical Supervision Process collaboration can be conducted during shared conference periods and monthly release time. Half Days are already provided six times during the school year for all teachers to analyze student assessment data both formal and informal. In addition, the Instructional Facilitator, listed in the grant, can cover classes as needed to allow professional development and collaborative activities to occur.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 193-902

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Below are provided the strategic compensation plans that differentiate compensation based on responsibilities most closely aligned to improving student performance and teachers pedagogical growth. In addition market supply and demand shortage area compensations are listed. Keep in mind; this is a 1A district with only 260+ students.

Market Supply and Demand Compensation

High School Math Teachers +1,000

High School Science Teachers +1,000

Dual Credit /AP Teachers +\$250 each course

ESL Teacher +1,000

Mentors

Mentors will receive an additional \$1,000, additional conference time, specialized training

Retention Pay

Teachers with proficient evaluations will receive \$100/year up to 10 consecutive years of employment in Leahey ISD.

Lead Teachers

Elementary and Secondary Lead Teachers will each receive +\$250 per year.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 193-902

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Recruitment Process – Leakey ISD Recruitment Teams will go to job fairs and recruit potential teachers. Ads will be placed at universities state-wide particularly those with the highest production of teachers, Regional Service Center websites, TASA.net.org, Leakey ISD, etc. Recruitment information will be placed on the district's website as well. Intensive follow-up will be provided by the recruitment team members when any potential applicant expresses interest. Area student teachers will be invited for a visit. Processes that will support hiring include stipends to encourage staff to resign/retire early so that replacements can be hired quickly.

Hiring – The hiring process will be improved to include using a hiring process, the Haberman Interview or similar to identify applicants most likely to be successful in working with at-risk students. The Haberman Star Teacher and Star Principal screening tools were developed by Dr. Martin Haberman, a researcher who spent four decades examining research regarding teacher and principal successes and failures. He conducted exit interviews with teachers and principals who were leaving the profession. His research examined the gaps in traditional teacher preparation programs. Further his research revealed the qualities and characteristics teachers and administrators need to address children coming from diverse backgrounds, particularly those from poverty. From this research, he developed key dispositions that teachers and principals in such settings need to be successful. Those dispositions include the following:

- Focus on a passion for teaching and leading especially in schools where there are populations of at-risk students
- Focus on supporting a positive learning environment through creative problem solving and persistence that will find the optimal solution to tackle challenges that children encounter

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- Focus on working collaboratively to create a strong, positive school culture that supports teaching and learning.

In addition to such a hiring process, a thorough application process including a writing sample will be required. We will be working with the staff at the ESC Region 20 to help us in assessing the education preparation programs. Previous teaching experience will be assessed by having a complete review of previous teaching experience including thorough checking of references... not just the most recent teaching assignment but also any earlier teaching assignments. A reference checking form will be provided by our attorneys. Interviews will be conducted by a site-based committee representing the various school subgroups that will be working and supporting the teacher to be hired.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 193-902

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The career pathways available to teachers in this grant include:

Mentor Teacher (Includes Observing Teachers) +\$1,000

Lead Teacher + (includes Walk-Throughs) \$250

Dual Credit/AP Teacher + \$250 each class

Teacher in a high need area like math, science, or ESL - +1,000

Instructional Facilitator (Instructional Coaching) +\$1000

Providing Professional Development - \$20/hour presentation plus \$20/hour preparation

Please note that Leahey ISD has not been able to pay any similar stipend. In addition, it has not had lead teachers, mentors, or an instructional facilitator.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 193-90

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 193-902193-902

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 193-902

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Leakey ISD, due to its recent financial insolvency issues, would not be able to implement any part of this plan without this grant. Leakey ISD experienced a radical reduction in force in 2011 in order to balance its budget and repay the Texas Education Agency funds it owed. LISD will be making the final payment next month.

This PK-12 district has only a half-time superintendent, a campus principal, and counselor. It has no other administrators or instructional facilitators of any kind. In 2011 non-athletic stipends were eliminated including UIL. Athletic stipends were cut in half. Teachers receive no extended duty pay and have only recently been able to attend staff development offered at one of the service centers (we are officially in Region 20 but also attend sessions at Region 15). The district does not even have a librarian or nurse. Maintenance staff positions have been reduced, and the Maintenance Director was not replaced when the position was recently vacated. Any funds that become available for next year will be used to build the fund balance to the required state levels and to replace HVAC and septic systems that are in disrepair.

Bottom line, without this grant we will not be able to put in these programs and our students will not receive the benefit they are entitled to have. We respectfully request your consideration in awarding one of these grants to Leakey ISD. Keeping in mind, we have stable administration that has made a multi-year commitment to LISD and have experience implementing and managing grants.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 193-902

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

April 1, 2014 – Grant notification is received. LISD will put in place an early resignations stipend. At this time we will identify signing bonuses, stipends that will be provided to lead teachers, teachers in shortage areas, mentors, dual credit/AP teachers. Contact consultant and set up staff development for Clinical Supervision.

May 1, 2014 – LISD will identify all grant personnel including mentors, instructional facilitator, lead teachers, grant coordinator, and grant director. Identify staff development needs of each person. Identify recruitment team to include mentor teachers.

June 1, 2014 – LISD will arrange for staff development and also identify Hiring/Interview process (like Haberman Interview or similar) to be used by LISD and provide staff development for appraisers and mentors. The administrative staff will meet with ESC 15 and ESC 20 staff to determine staff development and technical assistance that is available.

June 15, 2014 – LISD will identify required staff development for all new and experienced staff and make arrangements to provide it. Recruitment materials will be developed; website will be upgraded.

Summer 2014 – LISD will send teams to all relevant job fairs; post all vacancies locally, TASAnet.org, all ESCs, major newspapers and websites. Tablets and covers will be ordered. Plans for collecting evaluation data will be developed. The Clinical Supervision program for Mentors will be started.

August 11-15 2014 – Staff development provided for all mentors and mentees and instructional facilitator (including use of tablet and applications), Evaluation Process, Collaboration, 360 Walk-Throughs, Effective Teaching Practices, Working with ESL students, Working with Gifted students, Program Expectations including weekly collaboration will be initiated.

August 18-22 – The Orientation and staff development for all staff including grant expectations, orientation on evaluation system, available staff development, and collaboration provisions will be provided.

Fall/Spring Semester – Implementation of Observation, Feedback, Reflection, Collaboration, Plan of Action Cycle will be started. Formative and Summative Evaluation Processes will be in place. Weekly team meetings will be held and monthly staff meetings (3rd Wednesday) and board meetings (3rd Monday) will occur. Mentors will meet with Mentees. Instructional Facilitator and Project Coordinator will meet with Mentors. Release time will be provided to visit exemplary programs in other districts. Staff Development and follow-up will be provided throughout the year. Trainer of Trainers program will be implemented.

June, 2015 Year-in-Review....Ongoing throughout the year. What can be improved for year 2 of the grant.

July 2015 Submit Yearly Grant Evaluation

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 193-902

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Staff members have been involved in the development of this grant. In addition, the content of the grant was reviewed with all staff members. They were given a page listing the grant components, requirements, and parameters. They were given the opportunity to ask questions and discuss the grant. They were then given the opportunity to express whether or not they supported the grant and/or wanted to participate in it. 100% of our staff members support this grant. After the last three years of the district's economic issues, the staff members are hungry for a program like this!

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Leakey ISD consists of only one K-12 campus, and the entire campus will participate.

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